

**THE INFLUENCE OF USING GUESSING GAME TOWARDS
STUDENTS' DESCRIPTIVE WRITING AT THE FIRST
SEMESTER OF OF THE EIGHTH GRADE OF MTs AN-NUR
BANDAR JAYA IN THE ACADEMIC YEAR OF 2021/2022**

An Undergraduate Thesis

Submitted as a Partial Fulfillment of the Requirements
for S-1 Degree

By:

**RIZKIYANA NURMARETA
NPM. 1511050329**

Study Program :English Education



**TARBIYAH AND TEACHER TRAINING FACULTY
STATE OF ISLAMIC UNIVERSITY STUDIES
OF RADEN INTAN LAMPUNG
2021**

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CHAPTER I

INTRODUCTION

This chapter consists of title affirmation, background of the problem, identification and limitation of the problem, formulation of the problem, objective of the research, uses of the research, relevance studies, and writing system.

A. Title Affirmation

The first step in facilitating the process of making this proposal is how to emphasize the problem to be discussed. So it is necessary to explain the terms related to the title of this thesis so that there is no misunderstanding about the meaning of the title used in this proposal. This proposal is entitled the effect of using guessing games on students' descriptive writing ability with the following description.

1. Guessing games are used to motivate students in class. Guessing games are one technique that can be used to create a good consistency class. The teacher only needs to provide the characteristics of an object, fruit, animal, plant, and so on, then students only need to guess from the characteristics that have been read out. after that, students can write down what they know about what they have guessed. In addition, using guessing game techniques can reduce boredom in learning and make students more interested in class interactions.
2. Writing ability is one of the skills in English. Writing ability is the ability to express ideas from the mind in order to be able to compose good grammar through written language. In compiling grammar, it must be supported by the accuracy of the combination of ideas, vocabulary, language, grammatical use and spelling. Writing is used as a communication tool to convey information in the form of paragraphs.
3. Descriptive text is text that describes things, people, places, objects, plants to the reader. According to Oshima, descriptive text is how to tell something by involving the senses so that it looks, smells, and sounds. the purpose of descriptive text is to describe an object to provide clear information. the function of descriptive text is how the listener can feel what is described.
4. Students' writing ability in descriptive is the student's ability to describe an object by determining several indicators and aspects of writing, namely vocabulary, grammar so that students can compile good descriptive text so that readers can easily understand the meaning of sentences.

B. Background of the Problem

Language is a set role of rules, which is used as tool of human communication. It is used to communicate ideas, feelings, beliefs, love, knowledge, culture, each other. The function of a language is so important for human life. It is

the reason why it is a central of human's interest of scientific to study.¹ It means, language is very important for humans as human communication tools to convey ideas, feelings, knowledge to each other.

Language can also be interpreted as a communication tool for other people and also for a tool for something to do. In junior high school, students can use English as a communication tool in oral and written form. English aims to provide and enable the students to have four language skills, there are listening, speaking, reading and writing. They should be taught skillfully and communicatively in learning process in order achieve the goal of Indonesia curriculum.²

The four skills, writing is one of the skills that functions as a means of communication in written form. Writing is used to express ideas to others. Writing is very important and a difficult subject for students because it is a mixture of ideas, vocabulary and grammar. Writing is a way to share ideas that come from personal experience whose meaning is suggested to support individual strengths on a topic.³ This means, writing is used to communicate ideas and convey written information that comes from personal experience in the form of paragraphs whose meaning is suggested to be the topic.

Meanwhile, learning how to write also becomes crucial for students in acquiring a language. As stated by Harmer, writing has an important role for English language learners to understand language and develop their ability writing.⁴ From the explanation above it can be concluded that writing has an important role for students to understand language and develop language skills, apart from writing they can learn new language structures that are provided in their writing assignments and also know how to compose paragraph.

In conversations that discuss language development skills, writing is an important role for students in mastering language. Writing is a natural way out for students, reflecting on the good experiences of speaking, listening, also reading them. Writing can be one of the most fun activities for students to do together in class, especially in a foreign language class. In writing, students must arrange grammar, vocabulary, sentence structure, sentence order, sentence relationships. Sometimes students can speak English but they do not understand writing or making essays.

Writing skills in English are very important because in writing students are required to express ideas from their thoughts in order to be able to compile good grammar. some students cannot compose the grammar well so it is more difficult for them to make compositions with simple compositions. In writing, students can develop language skills in the form of text or paragraphs. There are many types of

¹ Sanggam Siahaan, *Issues in Linguistics*, (Yogyakarta: Graha Ilmu, 2008). P.185

² Putra, *kurikulum di Indonesia*, posted on Agustus 21th, 2019. Bahasa-Inggris.html

³ Ken Hyland, *Second Language Writing* (New York: Cambridge University Press, 2003), p.9

⁴ Jeremi Harmer, *The Practice of English Language Teaching*, (New York: Pearson Longman, 2007), 4th edition, p.330

text that students must master. The texts are narrative, descriptive, recount, report, spoof, and others. Each text has different characteristics. There are generic structures, social functions, and lexical features.

Many factors affect the low writing skills of students and have an influence on learning outcomes. Based on preliminary research at MTs An-Nur Pelopor Bandar Jaya class VIII, by interviewing English teachers there (Veralita Safitri, S.Sos) and students. The teacher said. He uses pictionary game techniques in teaching writing. Based on the teacher's experience, using the pictionary game technique has several weaknesses in teaching writing, one of which is that when students cannot draw, the team cannot guess.

After interviewing the teacher, the researcher interviewed the students. Students experience some difficulties in speaking English, one of which is writing skills. They cannot express their ideas and are stuck with a limited vocabulary. In addition, almost all students in the class consider English lessons to be difficult from the start.⁵

Table 1
The Score of Writing Skill Students at the First Semester of the Eighth Grade of MTs An-Nur Pelopor Bandar Jaya

No	Core Aspect	Scala Criteria					Total Students
		1	2	3	4	5	
1	Content	27	37	46	36	33	179
2	Organization	35	38	40	38	29	179
3	Grammar	37	27	48	44	23	179
4	Vocabulary	28	43	38	35	25	179
5	Mechanics	36	34	48	35	26	179

*Criteria (1-Inadequate), (2-Very Poor), (3-Fair to Poor), (4-Good to Average), (5-Excellent to Very Good).⁶

Source: The data from English Teacher of MAN2 Bandar Lampung.

Based on the writing score table, the researcher concludes that students' difficulties in learning are caused by the use of inappropriate techniques. Students also have limited vocabulary so that students have difficulty in conveying ideas and also making grammatical mistakes. This means that students are still unable to write correctly in English and they do not reach the criteria for good scores in teaching learning English. The real problem is the problem in choosing appropriate techniques in teaching writing to facilitate students in solving their problems.

⁵ Eighth Grade Students, *Students' Interview of MTs An-Nur Pelopor Bandar Jaya*, September 19th 2020. Unpublished.

⁶ Christopher Tribble, *Language Teaching Writing*, (New York: Oxford University Press. 1996), p.130-131

From the explanation above, it can be concluded that the teacher explanation is not interesting and makes students bored. In a certain time, the teacher has used techniques and many types of teaching aids according to the material, but students still have difficulty in understanding. Teachers must be able to use interesting techniques in teaching. In this case the writer uses games as a technique in teaching so that students are more motivated to learn to write to make descriptive writing. The game is an activity with rules, a goal and element of fun.⁷ The game is a technique that can be used as an alternative way to create a good consisive class. Using games in teaching makes students more interested in classroom interactions and avoids boredom.

A guessing game was a game in which the aim was to guess the answer to a certain question or a problem. Hadfield stated that a guessing game is a variation on an information gap games.⁸ Students are asked to be actively involved in writing activities in class. Realizing this, the researcher conducted research using Guesing Game because it is an alternative technique used in writing with the aim of creating a pleasant atmosphere so that it makes students excited to express the ideas they want to write. In doing this game, teachers and students can work together to build a good teaching and learning process in the writing class. This game will help students to brainstorm and find ideas. The researcher chose the guessing game method because it can improve students' writing skills, especially in descriptive text.

Based on the above background, the researcher is interested in conducting a study entitled: *The Influence of the Use of Guessing Games on Students' Descriptive Writing Ability at the First Semester of the Eighth grade of MTs An-Nur Pelopor Bandar Jaya in Academic Year of 2021/2022.*

C. Identification and Limitation of the Problem

Considering the background of the problem above, the researcher found the problem as follows:

1. The technique used by the teacher does not attract students' interest in learning so students easily feel bored.
2. Students have difficulty writing and improving their ideas.
3. Students are stuck with the limitations of their vocabulary and also the use of grammar.

Based on the problem identification above, the researcher wants to focus on the use of guessing games in the writing process to determine the influence of using guessing game towards students descriptive writing ability at the first semester of the eighth grade of MTs An-Nur Bandar Jaya in academic year of 2021/2022.

⁷ Jill Hadfield. *Elementary Grammar*. (New York: Longman.2001), p.2

⁸ Jill Hadfield, *Intermediate Vocabulary Games*, (Edinburgh Gate: Longman, 1999), pp. 4-5.

D. Formulation of the Problem

Based on the identification and limitation of the problem above the researcher formulates the problems “Is there any significant influence of using guessing game towards the students’ descriptive writing ability at the first semester of the eighth grade of MTs An-Nur Bandar Jaya in academic year of 2021/2022?”

E. Objective of the Research

The objective of the research is to know whether there is significant influence of using guessing game towards students descriptive writing ability at the first semester of the eighth grade of MTs An-Nur Bandar Jaya in academic year of 2021/2022 or not.

F. Significance of the Research

1. Theoretically

This can provide motivation to students in English especially in writing skills and support theories about guessing games which can be applied to teaching writing especially in descriptive use.

2. Practically

a. For the Students

The students can understand the material and describe something as easily by using guessing game.

b. For the teacher

To give information for the English teacher, especially at the Eighth Grade of MTs An-Nur Pelopor Bandar Jaya in academic year 2020/2021, that Using Guessing Game influences learning to write descriptive text.

c. For the other researcher

To provide information about using Guessing Game, especially in writing descriptive texts, and it can be source of information for further reseach about using guessing game.

d. For the school

The technique can be used by the English teacher in teaching writing to regulate the willingness of students to write using games to guess students' descriptive writing skills

G. Relevance Studies

Considering the guessing game, there are some researchers who have done researcher on the guessing game. The first study was conducted by Ardy Budiono Pratama at SMA Negeri 3 Bandar Lampung in March 2018. The study was entitled "The Influence of Using Guessing Games Toward Students' Narrative Writing

Ability". The difference is in the object and research design and the text used. The variable is guessing game and writing. The study design was pre-experimental. Researchers used narrative texts with the theme of place, and legend. The researcher motivates students to learn to write, especially in narrative writing. Based on the pre-test and post-test results, the researcher said that the guessing game technique could improve students' writing skills. That is evidenced by the average pre-test score of students is 65.86 and the average post-test of students is 77.00. This means that after giving treatment by using Guessing Games students have better performance.⁹

The second is research arranged by Anggraini Puspita Sari about The Improvement of Using Guessing Game Students' Narrative Writing Ability at the seventh grade of Madrasah Tsanawiyah Ma'arif Lampung Tengah. The researcher discusses the use of guessing games to improve students' writing skills. The difference lies in the object and research design and the text used. The variable is Guessing Game and writing ability. The research design used classroom action research (CAR). Researchers focus on improving the ability of students to write in English and the teaching and learning process using Guessing Games. Based on the analysis obtained from the pre-test and post-test, researchers say that the Guessing game technique can improve students' writing skills. This is evidenced by the increase score of the test because the average post-test results are higher than the average pre-test results. The average post-test was 72.57 and the average pre-test was 65.28.¹⁰

Three is the research arranged by Safitri on the Effectiveness of Guessing Game Towards Student Writing Skills in Descriptive Texts in seventh grade MTS Negeri 1 Pontianak. The researcher discusses the effectiveness and effect sizes of the use of guessing games in students' writing skills in descriptive text. The difference lies in the object and research design and class samples used. The variable is guessing the game and writing. The study design was pre-experimental and only used one class as a sample. This research focuses on the effectiveness of guessing games in students' writing skills and giving students positive responses in the teaching and learning process, so students are enthusiastic and interested in the learning process. It was proven based on the pre-test results of students before treatment that is 50.47 and the average post-test results after treatment was 79.53.

⁹ Ardi Budiono Pratama, *The Influence of Using Guessing Game Towards Students' Narrative Writing Ability at the Tenth Grade of SMA Negeri 3 Bandar Lampung*, S1 Thesis, (Bandar Lampung: UIN Raden Intan Lampung, Unpublished 2018)

¹⁰ Anggraini Puspita Sari, *The Improvement of Using Guessing Game Students Narrative Writing Ability at the Seventh Grade of Madrasah Tsanawiyah Ma'arif Lampung Tengah*, S1 Thesis, (Metro, IAIN Metro, Unpublished 2017)

The effect of Guess use in teaching writing descriptive text is 1.47 (> 1.00) or categorized as "strong effect."¹¹

From several studies that have been conducted, the difference between my research and previous research is that in my research I was the use a quasi-experimental research design involving two classes as samples. The first class is the experimental class and the other class is the control class to compare the results after giving the treatment. Then in my research was the use pictures and characteristics as material in using guessing games. This study aims to determine whether there is a significant effect of using guessing games on students' descriptive writing skills.

H. Systematics of the Research

The systematics of writing in this proposal are organized as follows:

Chapter I, this chapter consists of title affirmation, background of the problem, identification and limitation of the problem, formulation of the problem, objective of the research, uses of the research, relevance studies, and writing system.

Chapter II, this chapter consists of frame of theory and hypothesis.

Chapter III, this chapter consists of time and place of the research, approach and type of the research, population, sample and data collection technique, operational definition of a variable, instruments of the research, validity and reability of the data, prerequisite analysis of the data, and hypotheisi testing.

Chapter IV, this chapter consists of data description and discsussion.

Chapter V, this chapter consists of conclusion and recomendation.



¹¹ Safitri, *The Effectiveness of Using Guessing Game Towards Students' Writing Skill on Descriptive Text at the Seventh Grade of MTS Negeri 1 Pontianak*, S1 Thesis, (Pontianak: Tanjungpura University, 2014)

CHAPTER II

REVIEW OF RELATED THEORIES

This chapter consists of the theories, Frame of theory and Hypothesis. Frame of theories describe some information involving : Writing skill, Descriptive text, Guessing Game and Pictionary Game.

A. Frame of Theories

1. Writing

a. Definition of Writing

One of the English skills is writing. Writing is a transaction with words in which people free them selves from what they have now thinking, feeling and feeling.¹ Writing is one way to communicate. By writing, you can convey something meaning to the reader. Writing requires skills that must be mastered in order to get good and true writing. Writing can produce stories, paragraphs, books or other creations.

Writing is a psychological activity of the language user to put information in the writing text.² An author's skills are also recognized by his ability to apply language rules to communicate information to readers or groups of readers in written form. Writing is the most difficult skill among other language skills, Richards stated that learning to write in either the first or second language is one of the most difficult tasks, a student encounters and one that few people can be said to fully master.³ Therefore, to make good writing students must have the experience and knowledge to get the correct writing.

Oshima states that writing requires study and practice to develop these skills for native speakers and new English language learners, it is important to note that writing is a “process” not a “product”.⁴ Before writing, students must know what they want to write. After students finish writing, we can read and improve it then give students the opportunity to improve their writing.

Based on the explanation above, it can be concluded that writing is the process of generating ideas or topics in writing and to express what is in the mind and to express our feelings. Writing is a way of communicating in life in written form to greet the reader. So, writing is to express a combination of exposure an activity to express ideas in written form.

¹ H.D Brown. *Teaching by Principles: An Interactive Approach to Language Pedagogy* (second edition). (America: Longman, 2001), p.337

² Sanggam Siahaan, *Issue in Linguistics*, (Yogyakarta: Graha Ilmu, 2008), p.215.

³ Jack C Richards, *Language Teaching Matrix*, (New York: Cambridge University Press, 1990), p.101.

⁴ Alice Oshima, Ann Hogue. *Writing Academic English*, (New York: Addison Wesley Longman, 1999), p.5

b. Micro and Macro Writing Skills

In writing, there are some aspects that have to be considered. Brown stated that writing was summarized into two main skills, namely micro skills and macro skills. then can be used in teaching writing as well as assessing writing. The format for micro skills for writing production is as follows:

- a. Produce graphemes and orthographic patterns of English
- b. Produce writing at an efficient rate of speed to suit the purpose
- c. Produce an acceptable core of words and use word order patterns.
- d. Use acceptable grammatical systems (e.g., tense, agreement, pluralization), pattern, and rule.
- e. Use cohesive devices in written discourse.

Macro skills for writing production are to:

- a. Use rhetorical form and conventions of written discourse
- b. Appropriately accomplish the communicative function of written text according to form and purpose.
- c. Convey links and connections between events and communicate such relation as main idea, supporting idea, new information, given information, generalization, and exemplification.
- d. Distinguishing between literal and implied meaning when writing.
- e. Correctly convey culturally specific references in the context of written text.
- f. Develop and use battery of writing strategies, such as accurately assessing the audience's interpretation, using prewriting devices, writing with fluency in the first draft, using paraphrases, and synonym, soliciting peer and instructor feedback, and using feedback for revising and editing.⁵

In conclusion, that micro skills were previously used more for writing types that are imitative and intensive tend to describe the word level, such as cohesive devices, and past verbs, etc. Macro skills have a broader field of writing. Such as the form and purpose of the written text, the main ideas and supporting ideas, the writing of literal and implied meanings, not just one word but the entire written text.

c. Writing Ability

Writing is an activity to express ideas through language media. Writing is the process of generating ideas, opinions, and feelings for others through written language. According to Raimes, writing is skill in which we express idea, feeling, and thought in written form by using eyes, hand, and brain.⁶ In this case writing

⁵ H. Douglas Brown, *Teaching by Principle: Principles of Language Learning and Teaching* (San Francisco: Longman, 2004), p.221

⁶ Ann Raimes, *Teaching Writing skill*, (London: Oxford University Press, 1983), p.76.

means pouring out all ideas based on the creative ability of the results of thoughts in the form of writing.

Writing ability is the ability to convey ideas and information to readers or invite readers through their writing. They must write using the correct procedure. Hyland stated, that writing ability like a dancing, allows for creativity and unexpected, established patterns often from the basis of any variations.⁷ The form of the resulting patterns is a thought that was originally only a concept which can then be created based on the creativity of the author. The ability to write itself apart from being based on certain patterns that can be created through unexpected patterns, can also follow basic aspects so that the writings created have a good and clear structure. According to Tribble, there were five aspects that must be ordered by writer to make a good writing. They were task fulfillment or content, organization, vocabulary, language, and mechanic.⁸

Based on the above statement, writing ability is the ability to convey ideas to readers. Writing is the most difficult skill compared to the other three skills, because writing has a purpose and can produce something that comes from the mind. And the researcher concluded that writing ability is a concept of thinking through the eyes and hands that produces a writing where students can convey ideas, opinions, feelings, and express them in simple sentences or write text well that must pay attention to aspects, namely content, organization, vocabulary, words, language, and mechanics.

d. Process of Writing

Writing process is learning how to write by writing. Harmer stated that the writing process is the stages that a writer goes through in order to produce something (a written text) before to be a final draft.⁹

1. Planning

When planning, the writer must think of three main problems. First, they must consider the purpose of what they wrote because this will affect not only the type of text they produce, but also the language they use, and the information they enter. Second, the writer must think that the reader influences the form of the writing (how it is arranged or how the paragraphs are arranged). But also the choice of language - whether, for example, formal or informal tone. Third, the author must consider the content structure of the work. This means that writers must consider the best way to rank facts, ideas, or arguments in their writing.

⁷ Ken Hyland, *Teaching and researching Writing*, (London: Pearson Education, 2002), p. 4.

⁸ Christopher Tribble, *Language Teaching Writing*, (London: Oxford University Press, 1996), p.130.

⁹ Jeremy Harmer, *How to Teach Writing*, (Edinburg Gate: Longman, 2004), p. 4.

2. Drafting

After you finish planning, you can proceed to the next step, which is (drafting). The first draft in your paragraph, students must use the ideas of planning as a guide, remember to:

- a) Begin with a topic sentence that stated the main ideas, included several sentences that support the main idea
- b) Stick the topic did not included information that does not directly support the main idea.
- c) Arrange the sentences so that the other ideas make sense.
- d) Use signal words to help the reader understand how the ideas in your paragraph are connected.

3. Editing (Revising)

It is almost impossible to write a perfect paragraph on the first draft. Maybe the order of information is unclear or the discourse markers are wrong. Revisions are often assisted by readers or other editors who comment and make suggestions. The way to revise and change the first draft is called editing. The author edits grammar, spelling reading marks, sentence structure, and accuracy of supporting material such as questions, examples, and the like.

4. Final Version (Final draft)

After the authors edited their draft, made changes they deemed necessary, they produced their final version. They submit the results of their writing. The students might decide to represent these stage in the following way:¹⁰

Planning → Drafting → Editing → Final Version

From agreeing to asking, the researcher concludes that the writing process is the process that the writer goes through to produce something in the form of writing. Furthermore, the writing process has process rules such as starting with planning, compiling, editing and the final version.

e. Concept of Writing

During writing activities, students often think more than verbal activities. In writing activities, there are several aspects that writers should know about. According to Heaton, “Five major aspects are accompanied by explicit description of what is mean by the different band-scales.” The criteria of good writing, there are:

1. Content (the ability to think creatively and develop thoughts).
2. Organization (the ability to write in appropriate manner).

¹⁰ Jeremy Harmer, *Op.cit*, p.5.

3. Vocabulary (the ability to use of word/idiom).
4. Mechanic (the ability to use punctuation, capitalization, spelling, and layout correctly).¹¹

Based on the above statement, it can be said that writing is a process of conveying ideas into writing in cases. Students are expected to create paragraphs in a logical order with well defined criteria namely, organization, vocabulary and mechanics.

2. Text

a. Definition of Text

A text is a meaningful linguistic unit in a context. The text is also the text that has been spoken and also the text written. The text that has been said has the meaning of the word that has been.¹² This means text is a way to convey messages that are well written verbally. The spoken text is in the form of words or phrases or sentences or discourse. Furthermore, Anderson agrees to put together words to communicate meaning, a work made.¹³ This means the text can be a paragraph of a word and that the text can arrange words into paragraphs of text.

Text have a structure, they are orderly grammatical of words, clauses and sentences, and by following grammatical rules writers can encode a full semantic representation of their intended meanings.¹⁴ Arranging a text in an orderly manner following the structure of the text allows us to make a text clear the meaning and purpose of the intended text. The text structure is how to produce and interpret a unified and coherent text and how to select and use the correct grammatical aspects a certain unified and coherent text.¹⁵ In making a text we need to consider the grammatical aspects that will be presented in a text so that the text becomes coherent. Thus it can be concluded that the structure of the text is a guideline for making a text by considering the guidelines for grammar rules. This means that the author arranges the text written with the structure of the text to produce and interpret text that is unified and coherent by following the rules of grammar, clauses, and sentences.

Based on this explanation, it can be concluded that a good text is to use a grammatical and generic structure that is in accordance with the text by following grammar rules, clauses and sentences that the reader can understand.

b. Kind of Text

There are several types of text that are taught in junior high school. According to the 2013 Curriculum English Syllabus, we can find many types of texts in

¹¹ J.B Heaton, *Writing English Test*, (New York: Longman, 1988), p.135

¹² Sanggan Siahaan and Kisno Shinoda, *Generic Text Structure* (Yogyakarta: Graha Ilmu, 2008), p.1

¹³ Mark Anderson and Kathy Anderson, *Text Type in English* (South Yara: Machmillan,1997), p.1

¹⁴ Hyland, *Op.Cit*, p.8.

¹⁵ Sanggan Siahaan, *Op. Cit*, p. 3.

teaching writing to students. Teaching writing involves teaching paragraphs or text. Each of these texts has its own characteristics and functions. The examples genre of the texts are:¹⁶

- 1) Recount is a kind of genre used to retell something that happened in the past for the purpose of informing or entertaining
- 2) Report is a kind of genre used to describe the way things are, with reference to arrange or natural, manmade and social phenomena
- 3) Procedure is a kind of genre used to describe how something is accomplished through a sequence of actions or steps.
- 4) Description is a kind of genre used to describe a particular person, place, or thing.
- 5) Narrative is a text that focusing specific participant for the purpose to tell stories, to amuse, and to entertain the reader.

Based on this explanation, it can be concluded that there are many types of texts in learning to write such as spoof, recount text, procedure text, descriptive text, and narrative text. The type of text must be mastered by students in learning to write to improve students' writing skills. In this study, researchers focus on descriptive text as a form of writing that has been investigated and researched. In addition, students have also learned it, so that researchers find it easier to determine the effect of using guessing games on the ability to write student descriptions.

3. Descriptive Text

a. Definition of Descriptive Text

Descriptive text is a text that gives information about particular person, place, or thing.¹⁷ One of the functions of descriptive text is how the listener can feel what is described. According Oshima, descriptive writing appeals to the senses, so it tells how something looks, feel, smells, tastes and/or sounds.¹⁸ This means that descriptive text is text that describes objects that involve the senses whose functions and makes the listener feel what has been described.

According Siahaan, dekritive text has grammatical features that have fuction to improve stundents' knowledge, they are:¹⁹

- a. Focus on spesific participants.
- b. Use of attributive and identifying processes.
- c. Frequent use of epithets and classifers in nominal groups.
- d. Use of simple present tense.

¹⁶ Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar*, (Sydney: Antipodean Educational Enterprises (AEE), 1994), pp. 192-204.

¹⁷ Imelda Wardani, Hasan Basri, Abdul Waris, *ImprovingThe Ability In Writing Descriptive Text Through Guided Question Tecnique: E-Journal Of English Language Teachingg Vol. 2 No. 1 2014- ISSN 2331-1841*. available on <http://jurnal.untad.ac.id>. Accessed on 19th, Januari, 2020.

¹⁸ Alice Oshima and Ann Hogue, *Introduction to Academic Writing*, (New York: Longman), p.61

¹⁹ Sanggan Siahaan, *Op.Cit*, p.81

In the context of writing, every text has structure to compose it. Furthermore, generic structure of descriptive text as the following:

1. Identification is to introduce the person, place and object.
2. Description is gives the detail of the person, place, and the object described.
It means the students can give the characteristics or the topic that will be describe.²⁰

The generic features of description are:

1. Verb in the present tense
2. Adjective to describe the features of the subject
3. Topic sentences to begin paragraphs and organize the various aspects of the description.²¹

Based on the explanation above, descriptive is a paragraph in which the main idea is conveyed by describing the object, place, or event that is being a topic that aims to provide clear information about the object being drawn to the reader.

b. Descriptive Text Writing Ability

Writing is the productivity of one's writing skills. Writing is one of the skills in learning that is used to convey ideas to readers in written form. One type of written text is descriptive text. Descriptive text is a text that describes a person, thing, or animal. To master the ability to write descriptive, researcher determined several indicators and some aspects that students must pay attention to. The first is that students must understand the function of each part of the text and know the generic structure of the description text so that they can arrange descriptive text in good settings. The second is that students must understand correct grammar patterns based on the function of each grammar pattern.

Based on the explanation above, the researcher concludes that descriptive text in writing is the ability of students to compose descriptive texts using five aspects of writing, namely, content, grammar, organization, vocabulary, and mechanics.

4. Game

Halfield says a game is an activity which rules a goal and element of fun.²² Games are activities that are played for fun and can be used for learning purposes with certain rules. Games can help develop practical skills such as simulating or psychological simulations. Game also help you maximize each student's learning

²⁰ Nora Sartika, Mochamad Nurdin, *Students Ability In Writing Descriptive Text Based On Its Generic Structure: Professional Journal Of English Education Vol. 2, NO. 4 2019 ISSN 2614 6320*, available on <http://journal.ikipsiliwangi.ac.id>. Accessed on 20th, Januari, 2020.

²¹ Mark and Kathy Anderson, *Op.Cit*, p. 26

²² Jill Halfield, *Intermediate Vocabulary Game*, (Harlow, Essex: Longman, 1999), p.4

potential. Game help everyone win.²³ Games are a friendly way for an educator to present material and assessment of the material being studied to help maximize student learning potential

Game is an activity interesting, entertaining, and challenge. It starts, when students are challenged with information that triggers to find the answer. Games are a technique used in language teaching, by providing practice in all skills, namely listening, speaking, reading and writing. Games can be powerful learning.

Based on the above considerations, the game can provide fun for students and can invite students' interest to learn English with the aim of making it easier for students who don't like to be bored.

5. Guessing Game

a. Definition of Guessing Game

A guessing game is game in which the object is to guess some kind of information, such as word, a phrase, a title, or the location of object. Guessing game method is a game where someone has to guess something that is given a clue.²⁴ Guessing games generally use interrogative sentences that begin with the word "what" or "who". Guess the game is one of the games that will be used in teaching so students do not feel bored and difficult to write.

Guessing game is common language classroom activities because games are often based on real-life. They offer an opportunity to practice the realistic use of language to communicate.²⁵ Essentially, in guessing game, someone knows something and the others must find out what it is. Wright and Buckby stated that the guessing game is that one sees something and the other has to guess.²⁶ Guessing game is a game in which the participants compete individually or in teams to identify something that indicate obscurely.²⁷ In this game students have to guess the identify of an image that has been given several keywords.

Based on these explanations, it can be concluded that the guessing game is a game where a person or participant learns something and competes to identify or know it. Researcher will use guessing game to determine the effects of guessing guesses on descriptive writing because guessing guesses is one of the interesting techniques.

²³ Steve Sugar and Kim Kistoroki S, *Primary Games: Experiential learning activities for Teaching Childrean*, (San Frasisco: Jossey Based, 2002), p.4

²⁴ Yugi Diraga Pradita, *Peningkatan Guessing Game Untuk Meningkatkan Kosa Kata Bahasa Inggris: Journal of Research in English Education Vol. 4 No. 1 2021*, available on <http://sasando.upstegal.ac.id>

²⁵ Ghina Fairuz, Siti Sarah Fitriani, Burhansyah, *The Use of Guessing Game in Teaching Speaking: Journal of Research in English Education Vol. 3 No. 2 188-124 2018 ISSN 2528-764X*, available on <http://jim.unsyiah.ac.id>. Accessed on 20th, Januari, 2020.

²⁶ Batteridge Wright & Michael Buckby, *Games for Language Learning 3rd Edition*, (New York: Cambridge University Press, 2006) p.169

²⁷ Webster, 1986, p.156 as cited in Nuraziza , 2017 ,p.24

b. Benefits of Using Guessing Game

Guessing games can be used to develop or reinforce concept, to add diversion to regular activities. However, their most important function is to give practice in communication.²⁸ It says that guessing games give students do not feel bored during learning process. Nevertheless, the most important thing is to give the students in practicing their English.

Guessing Game is a game which the participants compete individually or in teams to identify something that indicate obscurely.²⁹

c. Procedure of Guessing Game

According to Klippel, there is instructional value in playing a guessing game, The Procedure of Guessing Game is conducted as follows:

1. The teacher prepares small containers such a cigar box as the numbers of the students and puts one pictures of animal inside each container.
2. Each student is asked to work with a partner (in pair).
3. One student from each pair fetches a box and looks inside without letting his partner see what is in the box.
4. The partner has to guess what is the object in the box.
5. Then the students change the position, the guesser becomes the one who hold the box an another student become the guesser.³⁰

According to Wright, there are several procedures for applying guessing game techniques in the classroom, can be seen below:

1. The teacher divides the class into several teams.
2. The teacher asks one student from one team to take a word card
3. Let the team of artists say what they think about the drawing represent.
4. Reward points accordingly. If they were right on their first try, the artist team gets three points; if they are right on their second try, they get two points; on their third try, one point. You have to referee. If the called word is not exactly the same as word on the card you may still decide to award points.
5. If the artist team fails to guess the word after three tries, give it the other team try and give them a point if they guess Correct.³¹

²⁸ Richard-Amato, 1988, p.156 as cited in Nuraziza , 2017 ,p.24

²⁹ Webster, 1998, p. 13 as cited in Nuraziza, 2017, p.24

³⁰ Yuyun Maqfirah, Dr. Siti Sarah Maharani, Chairina, *The Use of Guessing Game to Teach Speaking Skill: Journal of Research in English Education Vol. 3 No.1 91-99 2018 E-ISSN 2528-764X.* available on <http://jim.unsyiah.ac.id>. Accessed on 20th, Januari, 2020.

³¹ A. Wright, *Games for Language Learning (Third Edit.)*, (New York: Cambridge University Press, 2006)

Based on the explanation above, the researcher concludes that the guessing game procedure must use a clue which will then be read out by one of the group representatives. In this study, the researcher used pictures as additional media when the group had guessed the clue that had been given.

d. Procedure of Guessing Game in Teaching Writing Descriptive Text

The procedure of guessing game in teaching descriptive text are divided into three parts: pre-teaching activities, whilstteaching activities, and post-teaching activities.

1) Pre-Teaching Activities

At this stage the teacher usually prepares students before starting class. Activities that are usually carried out by the teacher are greeting students, checking attendance, organizing classes, and mentally preparing students to receive lessons, as well as giving several questions related to the topic.

2) Teaching Activities

This is the main step. At this stage the teacher uses learning models, methods, techniques, media and learning resources. While the teaching stage is divided into five activities:

a. Observing

In this activity students only see and pay attention to what the teacher gives in front of the class. The teacher explains the descriptive text and explains about the guessing game to students. At the beginning of learning, students only pay attention to what the teacher does, prepares, and says. Then the teacher gives a picture and asks students to pay attention to the picture. After that the students were asked to think about the picture.

b. Question

The next stage is to ask. The teacher provides the opportunity for students to ask questions about things that students do not understand related to descriptive text and guessing games. If students are passive, the teacher will encourage students to ask questions. The teacher can ask questions such as:

1. Have you ever seen a cat?
2. Do you have a cat?
3. What are the characteristics of your cat?

c. Experiment

The teacher explains to students about the material to be discussed. Then the teacher asks students to make groups and discuss together so that students can be accepted by other students. After that, the teacher introduced a guessing game to the students on how to write descriptive text and assign keywords to each group. The teacher asks the representatives of each group

to take the keywords that have been prepared. the group representative reads the clues, and the other students guess.

d. Association

In this activity students introduce the results of the experiment and evaluate the results of their work in writing. The goal is to see an understanding of the topic that has been given in the guessing game. The teacher asks them to make descriptive text based on keywords they already know from the game. then the teacher asked the students in groups to analyze the descriptive text they made.

e. Communicate

In this activity students are ready to show their work to the teacher. Then the teacher asks them to present their work to the class and discuss ideas, general structure and features of language, and the purpose of the text together.

3) Post Teaching Activities

Post-teaching is the final step. These steps aim to close teaching and learning activities. At this stage the teacher and students evaluate the teaching and learning process. The teacher can ask students about their difficulties in learning descriptive texts so that the teacher can solve these problems. In addition, the teacher can also ask students' opinions and feelings about the use of guessing games in learning to write descriptive texts.³²

e. Advantages of Using Guessing Game

According to Morris, teachers can use the guessing game technique because there are many advantages to teaching by using guessing games. They are as follows:

- 1) Promote physical growth and development.
- 2) Promote the process of socialization.
- 3) Fun for students who like to play it.
- 4) Make students happy to learn.
- 5) Develop emotional understanding between one student and another.
- 6) Provides language training in various skills, such as: speaking, writing, reading, and listening.³³

³² Windi Zahara, *Using Guessing Game in Teaching Writing: Journal of English Language Teaching Vol. 7 No.1 2018 ISSN 2302-3198*, available on <http://ejournal.unp.ac.id/index.php/jelt>. Accessed on Wednesday 20th, Januari 2020

³³ Sri Yuliani, *Teaching English Vocabulary Using Guessing Game : Journal of English Education Department 2017*, available on <http://core.ac.uk>. Accessed on 22th, Januari, 2020.

Based on the explanation above, the researcher can conclude that the guessing game can develop understanding between one student and the other having the process of socialization in various skills such as, speaking, writing, reading and listening.

f. Disadvantages of Using Guessing Game

There are some disadvantages of guessing game, they were:

- 1) Guessing game sometimes can cause a lot of noisy in the classroom. Students who are too noisy may interrupt other learners and teachers as well. The noisy behavior can be minimized with a simple rule which says that it makes them lose points.
- 2) Problem related to students' quarrels. Such conflicts are often started by students who lose a game. They do not want to accept they have lost it takes maturity and responsibility to deal with problems of this kind and again it is a thing students can taught while playing a guessing game.
- 3) The teacher often finds difficulties in controlling the class.
- 4) The teacher cannot monitor all groups at once.³⁴

From some of the above weaknesses, the researcher can conclude that the weaknesses of this technique are noisy and still need rules before applying a guessing game. The group was only allowed to guess one so as not to make a lot of noise. That way, the learning process will run effectively.

6. Concept of Pictionary Games

a. Definition of Pictionary Games

Pictionary is a game that represents the picture of the word that should be guessed.³⁵ Pictionary game is one of the most popular games. The game is played with teams with players trying to identify specific words from their teammates' drawings. Pictionary game is a picture guessing game where the player work in group to guess the picture that is drawn by other player.³⁶ This game is played by players who try to identify specific words from the images of their teammates. Pictionary game can be used as excellent teaching tool for developing communication and creative thinking skills.³⁷ This game was originally a board game adapted for language learning. The game makes it all students work and one of the students must turn into an artist. Pictionary Game involves the students guessing words or phrases from drawings.

³⁴ Ardi Budiono, Skripsi: "*The Influence of Using Guessing Game Towards Students Narrative Writing Ability*" (Bandar Lampung, UIN Lampung, 2016), p. 52

³⁵ Melanie Napthine and Michael Daniel, *ESL English for Year 12*, (Victoria: Insight Publications, 2011), p. 102.

³⁶ Rianda Rita, *The Effect of Using Pictionary Games on The students English Vocabulary*. available on <http://jurnal.untan.ac.id>. Accessed on 21th, Januari, 2020.

³⁷ Shirtha El Rusyda, Ujang Suparman, Sudirman, *Teaching Vocabulary Through Pictionary Game*. *Unila Journal English Teaching Vol 3 No 7 2014*. available on <http://journal.fkip.unila.ac.id>. Accessed on 22th., January, 2020.

Based on the explanation above, the researcher can conclude that the pictictionary game is an image-based guessing game which usually consists of two who use boards as intermediaries. This game is played to identify words from images for language learning that aims to produce new vocabulary.

b. Advantages of Pictionary Game

The advantages of Pictionary game help the students to retain the new vocabulary they learn, engage the students, and a tool to review material.³⁸ Pictionary game helps students remember new vocabulary. Games also help students feel bored from engaging in learning English to work in teams because they will not work individually to get the best score as a winner. Collaborative learning will help students improve social intelligence. This game also helps students not to feel bored, sleepy or even uninterested.

b. Disadvantages of Pictionary Game

The disadvantage of Pictionary game is the noise will be unbearable.³⁹ Pictionary games are student-centered and will make students involved will be very noisy. Students will have difficulty trying the game because this cannot describe abstract things. Some of the activities chosen by teachers have strengths and weaknesses. Another disadvantage of this game is that if students cannot draw will make the team unable to guess. Therefore, the teacher must adjust the topic before applying the pictictionary game.

c. Procedure of Pictionary Game

According to Donna Spangles and John Alex Mazzante, these are several procedure to play pictictionary game in the class , as follow:

1. Split in the class into two teams.
2. Randomly determine which team will go first and how many points are needed for a team a win.
3. One student from the team to go first will go to the whiteboard.
4. The teacher show the student a word in the target language.
5. Then, a timer is set and the students tries to draw visual representation of the word for his or her teammates to guess before the time is up for the team.
6. If the team guesses the word correctly before time is up, the team gets a point.
7. Now, the opposite team takes its turn.
8. The first team to get the predetermined number of points the game.⁴⁰

³⁸ Ellen Kottler, Nancy P. Gallavan, *Secret to Success for Beginning Elementary School Teachers*, (California: Corwin Press, 2007), p. 92.

³⁹ *Ibid.*

⁴⁰ Novi Terryzeta, Skripsi: *"The Use Pictionary Game to Increase The Students Vocabulary Mastery"* (Metro, IAIN Metro, 2018) p. 41

e. Procedure of Pictionary Game in Teaching Writing Descriptive Text

This is a procedure that can be used in the class when implementing Pictionary games. Usually used to improve writing skills. procedures for using Pictionary games to improve students' descriptive text writing skills, are as follows:

1) Pre-Teaching Activities

At this stage the teacher usually prepares students before starting class. Activities that are usually carried out by the teacher are greeting students, checking attendance, organizing classes, and mentally preparing students to receive lessons, as well as giving several questions related to the topic.

2) Teaching Activities

This is the main step. At this stage the teacher uses learning models, methods, techniques, media and learning resources. While the teaching stage is divided into five activities:

a. Observe

In this activity students only see and pay attention to what the teacher gives in front of the class. The teacher explains the descriptive text and explains the pictionary game to students. At the beginning of learning, students only pay attention to what the teacher does, prepares, and says. Then the teacher gives a picture and asks students to pay attention to the picture. After that the students were asked to think about the picture.

b. Question

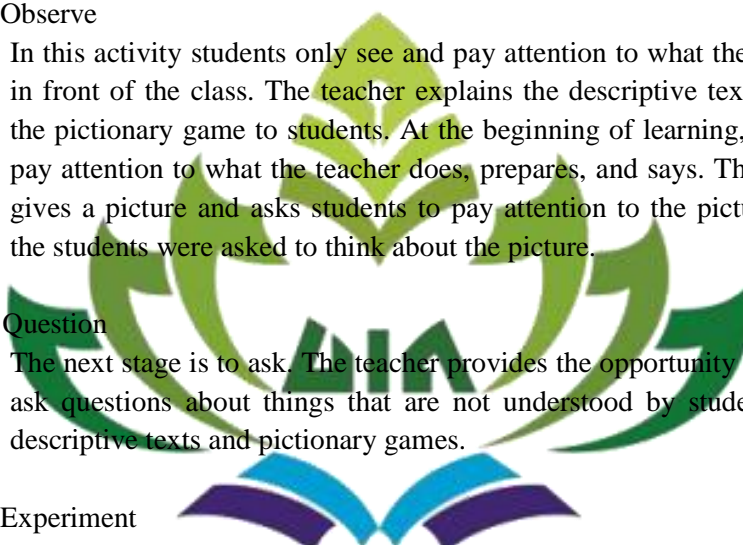
The next stage is to ask. The teacher provides the opportunity for students to ask questions about things that are not understood by students related to descriptive texts and pictionary games.

c. Experiment

The teacher explains to students about the material to be discussed. Then the teacher asks students to make groups and discuss together so that students can be accepted by other students. After that, the teacher introduced the pictionary game to students on how to write descriptive text and gave representative pictures to each group. The teacher asks the representatives of each group to take the pictures that have been prepared. group representatives describe something on the board based on the pictures obtained from the teacher.

d. Association

In this activity students introduce the results of the experiment and evaluate the results of their work in writing. The goal is to see an understanding of



the topic that has been given in the guessing game. The teacher asks them to make descriptive text based on the pictures they already know from the game. then the teacher asked the students in groups to analyze the descriptive text they made.

e. Communicate

In this activity students are ready to show their work to the teacher. Then the teacher asks them to present their work to the class and discuss ideas, general structure and features of language, and the purpose of the text together.

3) Post Teaching Activities

Post-teaching is the final step. These steps aim to close teaching and learning activities. At this stage the teacher and students evaluate the teaching and learning process. The teacher can ask students about their difficulties in learning descriptive texts so that the teacher can solve these problems. In addition, the teacher can also ask students' opinions and feelings about the use of guessing games in learning to write descriptive texts.

B. Hypothesis

The hypothesis of the research are as follow:

Ho : There is a significant influence of using guessing game towards students' descriptive writing ability at students in eighth grade of MTs An-Nur Bandar Jaya in academic year of 2020/2021.

Ha : There is no significant influence of using guessing game towards students' descriptive writing ability at students in eighth grade of MTs An-Nur Bandar Jaya in academic year of 2020/2021.

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